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ABSTRACT

Sexual harassment in student-teacher relationships at Iowa State University was investigated in 1981. A questionnaire was sent to 1,000 male and female undergraduate and graduate students, and 372 responses were received. One focus was to determine what types of teacher behavior students considered to be sexual harassment, and to what extent male and female students differed in their definitions of sexual harassment. Over 90 percent of both male and female students considered explicitly sexual propositions, physical advances, and sexual bribery to be sexual harassment. Different perceptions were found concerning whether five other types of behavior were sexually harassing. Attention was also directed to respondents' perceptions about the extent to which most female and male students experienced each of the eight types of behavior. Students also reported on the frequency of personally experiencing each of the behaviors. Several questions were addressed only to those students who had personally experienced physical advances, explicit sexual propositions, or sexual bribery from faculty members. Reporting of incidents of harassing behavior was also considered. Recommendations to the college and a questionnaire are included. (SW)

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SEXUAL HARASSMENT OF STUDENTS AT IOWA STATE UNIVERSITY

Subcommittee Report Approved by the
University Committee on Women
March 23, 1982

submitted to
Dr. George C. Christensen
Vice President for Academic Affairs
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SEXUAL HARASSMENT OF STUDENTS AT IOWA STATE UNIVERSITY

Introduction

In the fall of 1980, the Committee on Women at Iowa State University established a subcommittee to study sexual harassment on the ISU campus. The Committee hoped that such a study would determine both the extent to which sexual harassment occurs on this campus and what, if any, changes in University policies and procedures might be needed to reduce the incidence of sexual harassment.

Part of the motivation for this study came from the increased nation-wide awareness of sexual harassment as a serious issue. Prior to the late 1970s, sexual harassment was typically discussed in a joking manner and viewed as behavior that women should expect to encounter when working with or for men. However, this attitude changed substantially during the late 1970s. Several well-publicized surveys conducted in the mid-1970s found high incidence rates of sexual harassment of women in employment situations. Also, some studies identified the negative effects such harassment can have on both the victims and the employment atmosphere. Perhaps the most important impetus for a change in attitude was the change in the legality of sexual harassment. Historically, the courts have viewed sexual harassment in employment situations as unfortunate, personal encounters that were beyond the court's jurisdiction. Furthermore, employers were reluctant to intervene in what they considered to be the private relationships of their employees. However, by the late 1970s some courts ruled that sexual harassment can constitute illegal sex discrimination under the 1964 Civil Rights Act. Also, the major federal agency enforcing civil rights legislation in employment, the Equal Employment Opportunity Commission, issued in 1980 detailed guidelines defining sexual harassment as illegal sex discrimination. These guidelines reinforced the serious nature of sexual harassment and addressed the necessity for employers to affirmatively take steps to eliminate sexual harassment in the work place. Another factor prompting the Committee on Women to study sexual harassment on the ISU campus was an increase in the number of incidents of sexual harassment reported to the Committee on Women. The Committee could not determine whether the increased reporting was due to an increase in the incidence of sexual harassment on this campus or whether the nationwide awareness of sexual harassment prompted more people to report it.

It was decided to study first the issue of sexual harassment of students by faculty members. Most of the incidents of sexual harassment on campus that came to the attention of the Committee on Women involved sexual harassment of students by instructors, advisors, or major professors. In addition, it seemed that students not only are the largest group on campus that might be subjected to sexual harassment, but also may be the group least able to deal with occurrences of such behavior, either on their own or through University channels.

The subcommittee chose to conduct a survey of ISU students to determine the extent to which students have experienced sexual harassment in student-teacher relationships and to determine their attitudes toward such behavior. The greatest difficulty in drafting the student questionnaire concerned the definition of sexual harassment. An examination of available reports, surveys, guidelines, and other materials discussing sexual harassment revealed the lack of any commonly accepted definition of sexual harassment. Previous surveys have used various definitions, and some have deliberately refused to specify a

definition and instead have simply asked, "Have you been sexually harassed?" In order to determine what ISU students consider to be sexual harassment and to obtain as much information as possible about the incidence rates and attitudes of students concerning the various behaviors that might constitute sexual harassment, it was decided to adopt the approach previously used by Benson and Thomson in their survey of sexual harassment of women students at the University of California at Berkeley. Benson and Thomson's approach asks respondents themselves to indicate which of several specified behaviors they consider to be sexual harassment. The subcommittee modified Benson and Thomson's specific categories of behavior and examples of actions that fall within each category. The behavioral terms and examples used in the ISU survey were specified in the introduction to the questionnaire as follows:

Because there is only limited agreement on what is sexual harassment, we have identified eight categories of behavior which may constitute sexual harassment. These eight categories, along with illustrative examples, are listed below. You may wish to refer to these categories and examples when completing the questionnaire.

Category	Examples
sexist comments	jokes or remarks that are stereotypical or derogatory to members of one sex
undue attention	flirtation; being overly helpful, too friendly, or too personal, but short of sexual inquiries
verbal sexual advances	general verbal expressions of sexual interest; inquiries of sexual values or behaviors, but short of a proposition
body language	leering at one's body; standing too close
invitations	personal invitations for dates or to one's house or apartment, but where sexual expectations are not stated
physical advances	kissing, hugging, pinching, fondling
explicit sexual propositions	clear invitations for sexual encounter but containing no threats or promises
sexual bribery	explicit sexual propositions which include or strongly imply promises of rewards for complying (e.g., higher grades, better recommendations) and/or threats of punishment for refusing (e.g., lower grades, poorer recommendations)

The above eight behavioral categories were used throughout the questionnaire. Specific questions were asked about which, if any, of these categories the student considers to be sexual harassment, how frequently the respondent believes most male and female students experience such behaviors from faculty members of the opposite sex, and how frequently the respondent has personally experienced these behaviors. Respondents were told in the introduction to the questionnaire to consider the general term "faculty member" to refer to professors, teaching assistants, instructors, academic advisors, and department chairpersons. Additional questions included in the survey related to the number of faculty members from whom the student has experienced the behavior, the academic relationship of the student to the faculty member, the sex of the faculty member, if the harassment occurred before, during, or after taking a course from the faculty member, and if the respondent thought such experiences would offend and/or interfere with the student's academic progress and career development. Also, students were asked if they ever avoided taking a class from or working with an ISU faculty member whom they knew or had heard made sexual advances to students and if, as an ISU student, they have ever offered sexual favors in exchange for a better grade. Student attitudes toward sexual harassment and student-faculty relationships and behaviors were elicited by asking respondents to agree or disagree with a number of statements. Other questions asked to whom, if anyone, the respondent would report certain types of sexual harassment and what respondents believe would happen to themselves and to the faculty member being reported. Finally, the questionnaire asked the student's year in school, academic major, sex, age, and marital status. At the

end of the questionnaire, respondents were invited to write any comments they wished on the back of the cover letter. A copy of the questionnaire is included at the end of this report as the Appendix.

The questionnaire was pre-tested in an undergraduate sociology class to determine both the amount of time it took students to complete the questionnaire and if any of the questions were ambiguous. Minor revisions were made in the questionnaire as a result of this pretesting. The final questionnaire was four pages in length and was expected to take respondents approximately twenty minutes to complete.

A brief cover letter from the Chair of the Committee on Women accompanied the questionnaire. The cover letter explained the purpose of the survey, assured anonymity of the respondents, and encouraged participation in the survey by both students who have and those who have not experienced sexual harassment from ISU faculty members. A copy of the cover letter is included in the Appendix of this report. An addressed envelope with the postage prepaid was enclosed with each questionnaire.

Sample Selection and Response Rates

The questionnaire was sent to both male and female students. Male students were included for two reasons. First, there was interest in determining the attitudes of male students concerning sexual harassment and in comparing male and female attitudes. Previous research has indicated that males and females tend to define sexual harassment differently; in particular, females define some behaviors as sexual harassment that males do not consider to be sexual harassment. Prior research also indicates that males react differently to sexual harassment than do females; for example, men have reported that some forms of sexual harassment would not bother them or be as offensive to them as females report it is to them. The second reason for including men in the survey was that the few prior studies that have included men have found that some men do experience sexual harassment, although the incidence rate of sexual harassment appears to be much less for men than for women.

The survey was sent to a disproportionately stratified random sample of ISU students. The two variables used to stratify the population were sex and undergraduate/graduate status. Despite the benefits of obtaining a representative sample of ISU students, the subcommittee wanted to ensure that the sample included sufficient numbers of females, at both the undergraduate and graduate levels. Accordingly, women students, especially women graduate students, were deliberately overselected. Male graduate students were also overselected so that there would be enough male graduate student participants to compare their responses to those of the other groups of students included in the survey.

The questionnaire was sent to 1000 Iowa State University students, including 375 undergraduate women, 225 undergraduate men, 225 graduate women, and 175 graduate men. Within each of these four groups of students, the persons chosen to receive the questionnaire were randomly selected from the records of the Registrar's Office. The questionnaires were mailed in May of 1981. A total of 372 completed questionnaires were returned by the end of June of 1981; this yielded an overall return rate of 37 percent, which is fairly typical for a survey of this nature. There was no significant difference in the return rate by sex or by graduate or undergraduate status: 32 percent of the men and

40 percent of the women sampled returned completed surveys; 36 percent of the undergraduates and 38 percent of the graduate students returned surveys. The resulting sample was composed of 35 percent men and 65 percent women; the percentages of graduate students and undergraduates were 42 percent and 58 percent, respectively.

Range of Participants' Reactions to the Survey

Survey participants volunteered a wide variety of comments about the survey on the back of the cover letter. Some of these comments revealed a genuine concern about the accuracy of the findings of the survey, how the results would be presented, and some potential negative effects this report might have. Several such comments are given below:

> "Please act slowly and carefully on the results of this survey; somebody who has been harassed is more likely to be concerned about the subject and thus more likely to respond. I believe your sampling will not genuinely represent the extent of the problem."
>
> "I seriously doubt that you will get honest answers from all of the respondents, given the subject matter of the questionnaire. I predict that there will be some students who mark the 'sensational' responses in the expectation that the results of this questionnaire will be made public and 'sensationalized' by the media. The Iowa State University faculty could get a lot of bad publicity because of uncontrolled and inadequate data-gathering techniques. Sexual harassment may or may not be a problem at ISU, but the results of this sort of questionnaire are quite likely to be misleading."
>
> "... I do feel for the faculty who are innocent but get branded along with those who are guilty."

The concerns that are expressed in the above comments were shared by the subcommittee when it was deciding how to study the issue of sexual harassment and while developing the questionnaire. Despite such concerns, it was felt that a student survey on this topic was imperative before any changes in University policies and procedures in this area should be recommended. While the findings of the survey cannot be generalized to project the experiences and attitudes of the entire Iowa State University student population, the survey does provide more information on the subject than was previously known. In addition, as mentioned above, the letter accompanying the questionnaire stressed the importance of participation in the survey by students who have not, as well as by those who have, experienced such behavior. Also, the consistency of the responses of individual participants, and especially the many comments volunteered on the back of the cover letter and accompanying individual questionnaire items, indicate that the survey participants took the survey very seriously. Only one completed questionnaire was excluded from the sample, because it was obvious from the inconsistency of the answers given and comments offered that the person completing it had not taken the survey seriously.

Other comments volunteered by survey participants indicated that some students felt that the survey was needed. Some of these comments include the following:

"It's about time someone took action to learn more about this problem that should never occur but does. Good luck with your study."

"I am pleased to see a study of this type being conducted at ISU. I'm interested in the results...."

"Thank you for allowing me to participate in this much-needed research...."

"I am glad that someone took the time to put this study together. I hope the results are adequately published for students so that...the matter won't be exaggerated or...taken lightly."

"I would like to thank you for sending this questionnaire out. At least I now know that someone really cares about problems such as these. Although I have never been a victim of sexual abuse by the teaching faculty, I know things like this do occur.... Thank you for caring about those who have not been so fortunate."

Behaviors Constituting Sexual Harassment

The first item of the questionnaire was included to determine what types of behavior students consider to be sexual harassment when directed toward a student by a faculty member and to what extent male and female students differ in their definitions of sexual harassment. This question (see Appendix) asked respondents to indicate which, if any, of the eight categories of behavior they consider to be sexual harassment. The bar graph in Figure 1 summarizes, for each of the behavioral categories, the percentages of female and male students who responded that they consider the behavior to be sexual harassment.

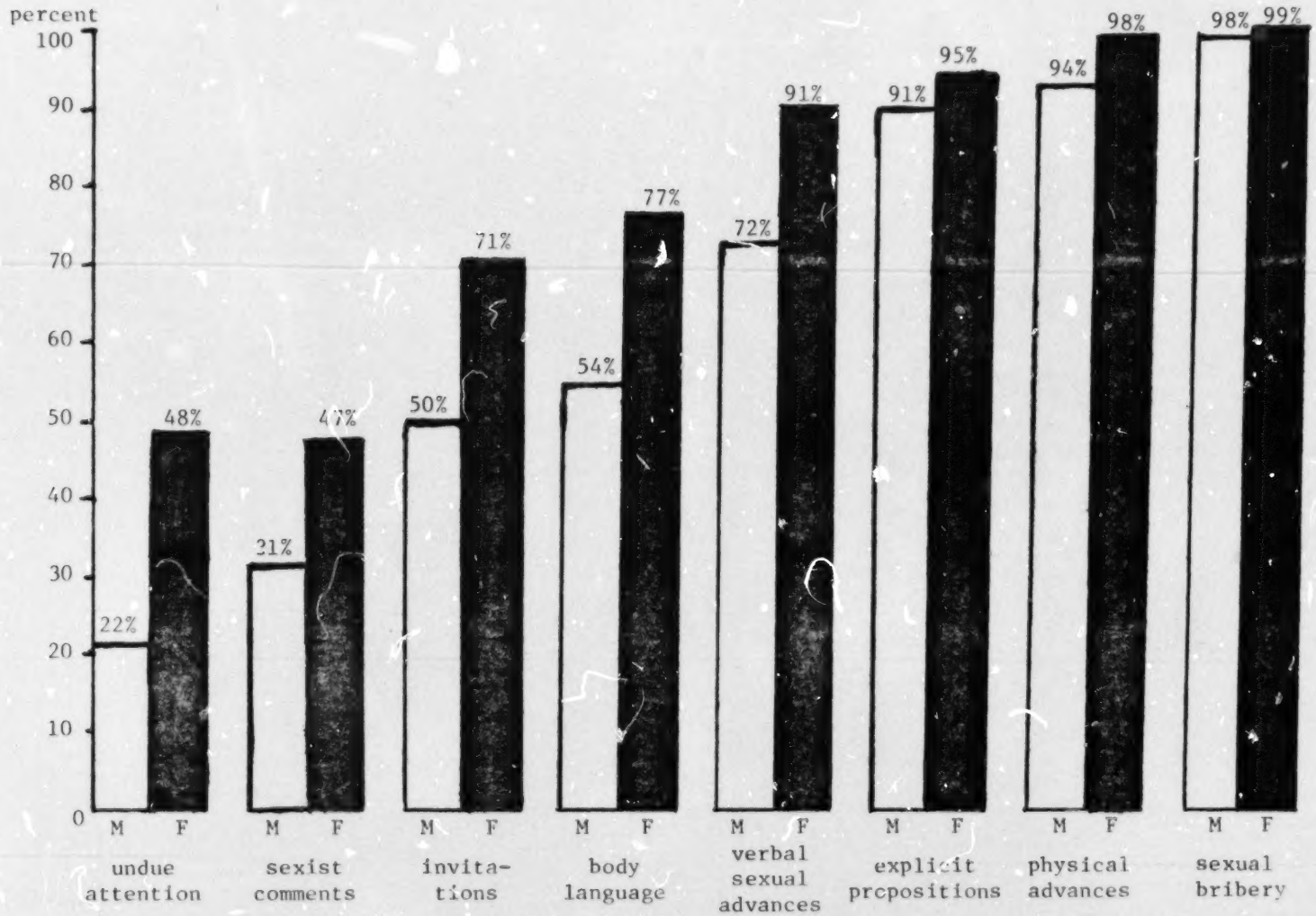
As shown in Figure 1, over 90 percent of both male and female students consider explicit sexual propositions, physical advances, and sexual bribery to be sexual harassment. Apparently, almost all students see these three types of behavior as clear-cut cases of sexual harassment, not subject to possible misinterpretation nor dependent upon the particular circumstances in which the behavior occurs. This does not appear to be the case for the other five categories of behavior. For these five categories (which can be considered the more ambiguous types of behavior), there was wide variation in the percentage of students who defined the behavior as sexual harassment. Also, substantial percentages of the students indicated that they were not sure if some of these other behaviors constitute sexual harassment; for these individuals, whether or not these behaviors constitute sexual harassment may depend upon the situation in which these behaviors occur. Nevertheless, the majority of students do consider verbal sexual advances, body language, and invitations to be sexual harassment. While less than half of the respondents define sexist comments and undue attention as sexual harassment, it should be noted that a sizeable minority of students (especially female students) do consider these behaviors to be sexual harassment. Thus, for none of the eight behavioral categories did a consensus exist among the survey participants that the behavior is not sexual harassment.

An examination of Figure 1 also shows that male and female students have somewhat different definitions of sexual harassment. Both male and female students overwhelmingly agree that the three clear-cut behaviors (namely, explicit sexual propositions, physical advances, and sexual bribery) are sexual

Figure 1

Definition of Sexual Harassment

Percentages of Male (M) and Female (F) Respondents Who Define the Category of Behavior as Sexual Harassment



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harassment. However, for each of the other five behaviors, a substantially higher percentage of female students than male students consider the behavior to be sexual harassment. This finding has also been reported for other surveys that include both males and females and that provide participants the opportunity to indicate what types of behavior they consider to be sexual harassment.

How survey participants defined sexual harassment can be compared to the definition adopted by the Equal Employment Opportunity Commission (EEOC):

> "Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

EEOC's definition of sexual harassment can be interpreted to encompass all eight of the categories of behavior included in the ISU survey. Also, recent case law reveals that the courts are expanding the range of behaviors considered to be illegal sex discrimination under civil rights legislation.

Even if ISU faculty members do not consider some of the behavioral categories included in the survey to be sexual harassment, they need to be aware that some students, and nearly half of the female respondents, regard all eight behavioral categories as sexual harassment. Accordingly, a student could file a grievance against a faculty member on the basis of any of these behaviors. Of course, the mere filing of such a complaint does not mean that the grievance has foundation or will be upheld. Iowa State University's Nondiscrimination and Affirmative Action Policy prohibits sexual harassment "which contains a threat or insinuation that the lack of sexual submission will adversely affect a person's employment, conditions of employment, academic standing, receipt of services, or other conditions which affect his or her livelihood." While this policy statement clearly applies to the category of sexual bribery, uncertainty exists about which other types of behavior are prohibited under current Iowa State University policy.

Perceptions of the Extent of Sexual Harassment of Students

The second question in the survey sought to determine if students think sexual harassment of students by faculty members is a common or a rare occurrence on this campus and if students perceive that males, as well as females, experience the behaviors included in the different categories. This question asked how frequently the respondent thinks most female and male students at ISU experience each category of behavior from faculty members of the opposite sex. The bar graphs in Figures 2(a) and 2(b) summarize, for each category of behavior, the percentages of male and female students who indicated that they think most female students [Figure 2(a)] and most male students [Figure 2(b)] experience the behavior at least once.

As seen in Figure 2(a), very high percentages of both male and female respondents think most female students experience all of the behaviors.

Figure 2(a)

Perceptions of Occurrence of Sexual Harassment to Female Students

Percentages of Male (M) and Female (F) Respondents Who Believe that Most Female Students Experience the Category of Behavior at Least Once from Male Faculty Members

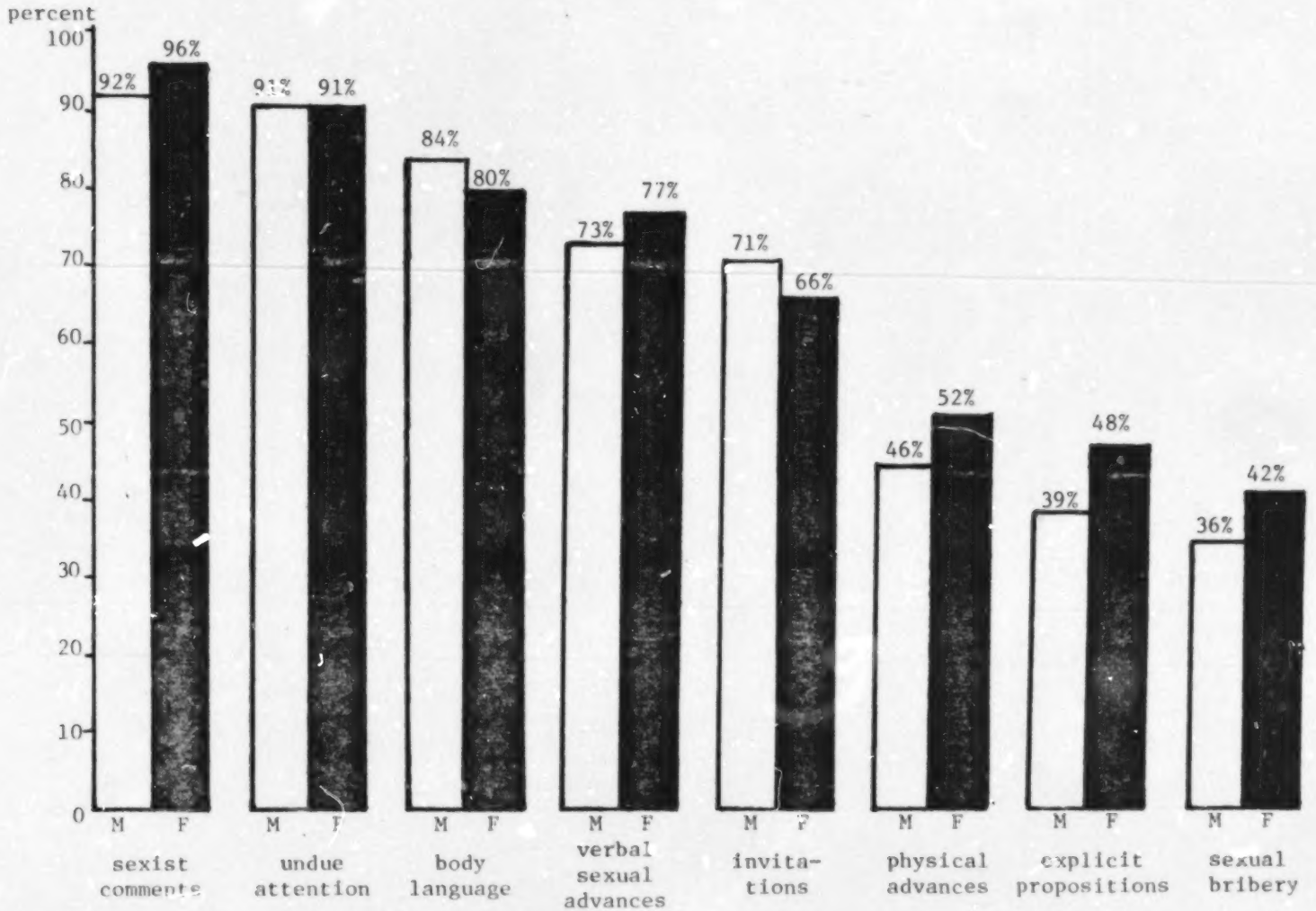

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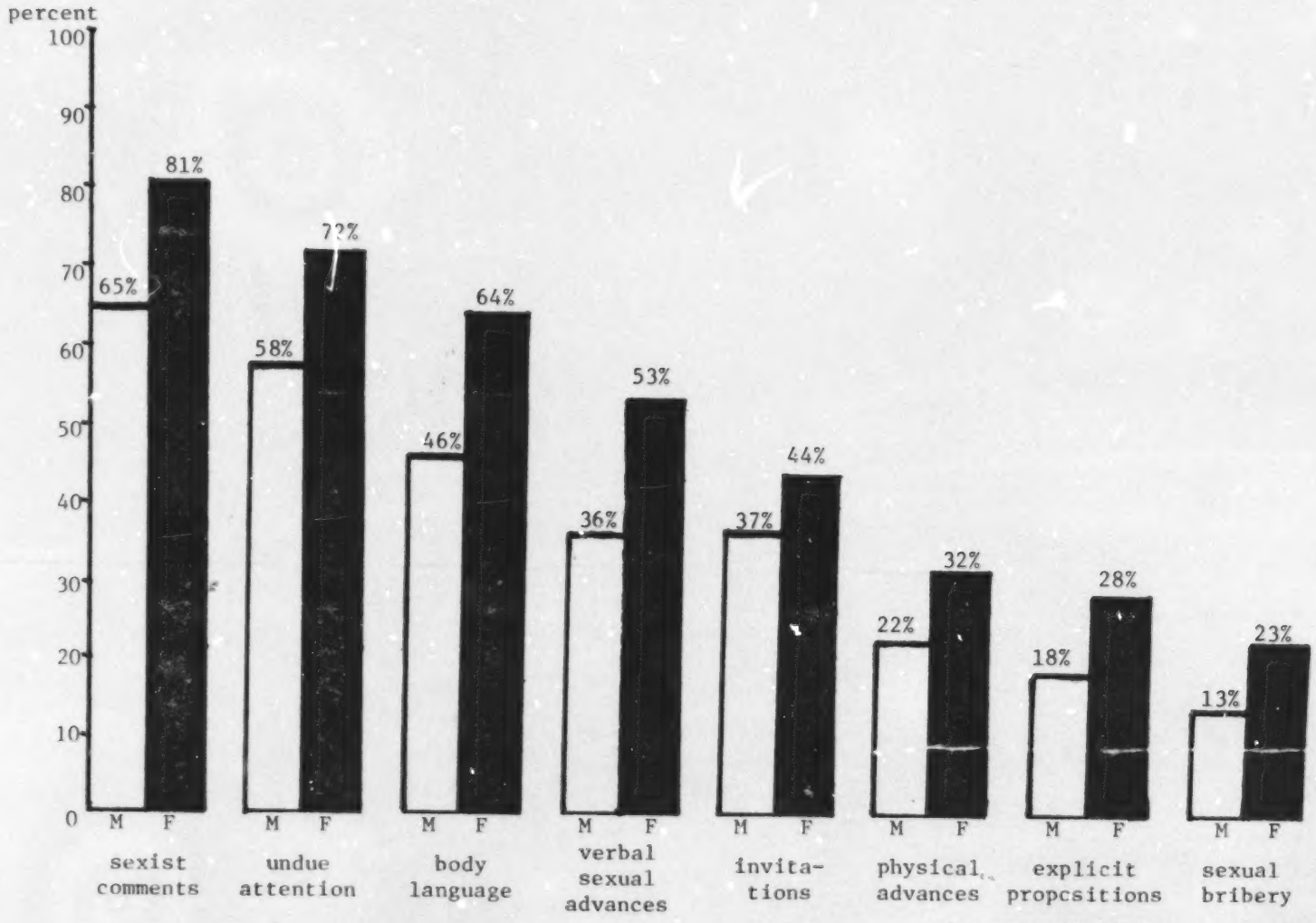
Figure 2(b)

Perceptions of Occurrence of Sexual Harassment to Male Students

Percentages of Male (M) and Female (F) Respondents Who Believe that Most Male Students Experience the Category of Behavior at Least Once from Female Faculty Members



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However, as expected, there were differences in the respondents' perceptions among the eight categories of behavior. Over 90 percent of both male and female survey participants think most female students experience sexist comments and undue attention from male faculty members. Furthermore, over 50 percent of the respondents think most female students are subjected to sexist comments from male faculty members many times a year. Between about 70 and 80 percent of respondents think most female students experience the categories of body language, verbal sexual advances, and invitations. Even for the three most clear-cut types of sexual harassment, between 40 and 50 percent of the respondents think most female students experience these behaviors at least once.

A comparison of Figures 2(a) and 2(b) reveal several interesting similarities and differences concerning respondents' perceptions of the occurrence of the behaviors to female students compared to male students. First, for each of the eight categories of behavior, a higher percentage of both males and females think the behavior is experienced by most female students than think is experienced by most male students. Secondly, male and female respondents are very similar in their responses to this question as it relates to female students. However, for perceptions concerning male students' experiences, there is a noticeable difference in the responses of males and females; a higher percentage of females than males think most male students experience the different behaviors. Finally, it can be noted that respondents rank the eight categories of behavior in the same order (from highest to lowest) for occurring to female students as for occurring to male students.

Personal Experiences of Sexual Harassment

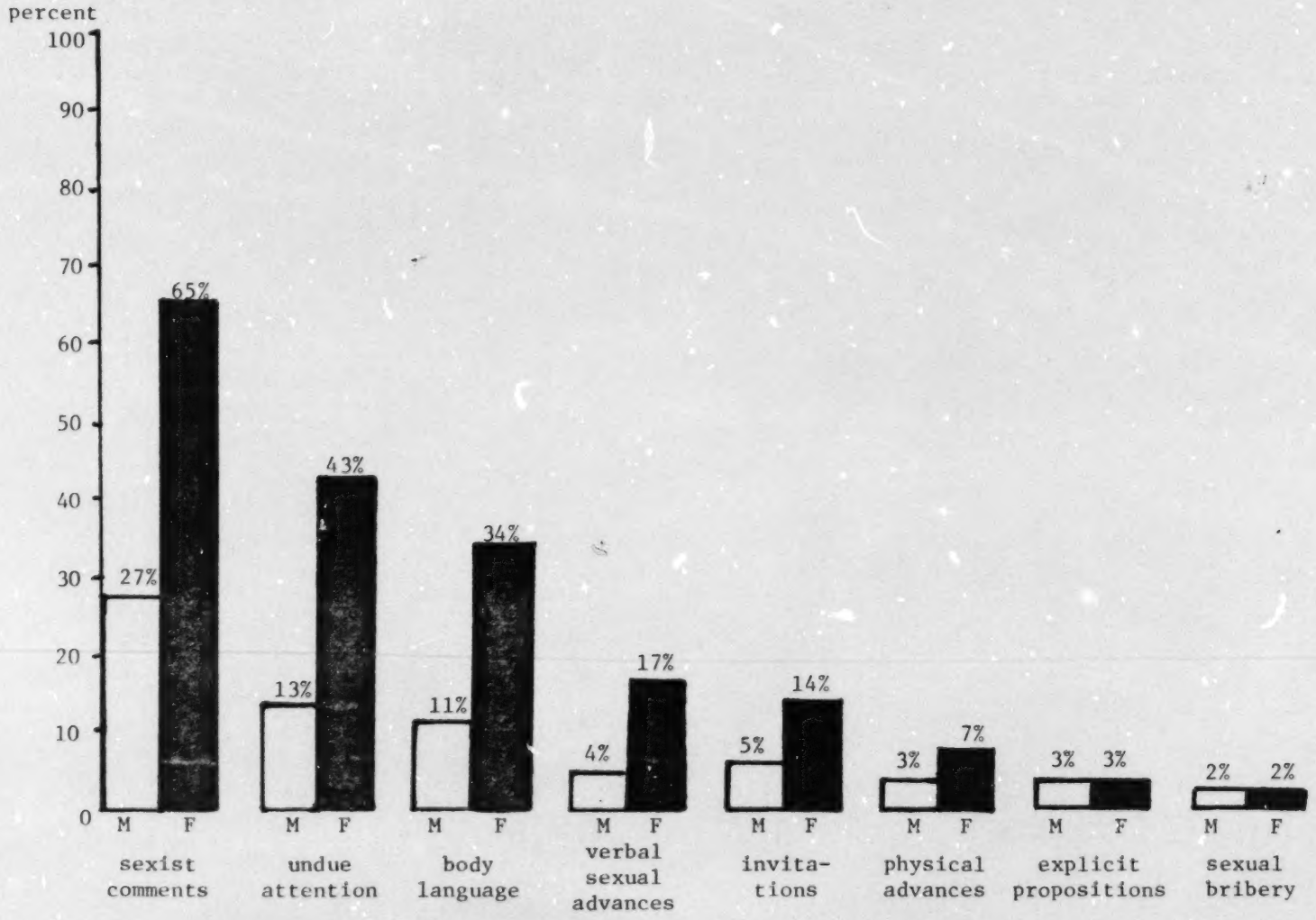
After eliciting the respondents' perceptions about the extent to which they think most female and male students experience each of the behavioral categories, the survey then asked how frequently the respondent has personally experienced each of the behaviors. For this question, the sex of the faculty member was unspecified. The bar graph in Figure 3 shows, for each category of behavior, the percentages of female and male students who indicated that they have personally experienced the behavior at least once from an ISU faculty member. Figure 3 shows the wide variation among the percentages of female students who personally have experienced the various categories of behavior. Only the category of sexist comments was experienced by a majority (65 percent) of female students, and only a small minority of female respondents experienced the categories of physical advances, explicit propositions, and sexual bribery. Except for the last two of these categories, substantially lower percentages of male students than females have personally experienced each of the behavioral categories. Identical percentages of male and female students reported that they had personally experienced explicit sexual propositions (3 percent) and sexual bribery (2 percent).

Because of the way in which this survey was conducted, and because certain groups of students were deliberately overselected, it cannot be assumed that the findings are representative of the entire ISU student population. Nevertheless, the findings indicate that it is only a very small percentage of students who have ever experienced the most obvious and serious forms of sexual harassment from faculty members. This finding, of course, does not mean that such sexual harassment is a minor problem for those students who are subjected to it or that it is an issue that can be overlooked by the University because of its relatively rare occurrence.

Figure 3

Incidence Rates of Sexual Harassment

Percentages of Male (M) and Female (F) Respondents Who Have Personally Experienced the Category of Behavior



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If one considers some or all of the less extreme categories of behaviors to be sexual harassment, then the number of students who have experienced sexual harassment from ISU faculty members increases greatly. The following table gives the numbers and percentages of female and male survey participants who indicated that they have personally experienced a behavior included in several groupings of the eight behavioral categories.

Numbers and Percentages of Respondents Who Personally Experienced the Behaviors

Groupings of the Behaviors	Females		Males	
	Number	Percent	Number	Percent
Physical advances, explicit sexual propositions, or sexual bribery	18	7.5%	5	3.9%
Any of the behavior categories except sexist comments or undue attention	91	38.1%	14	10.9%
Any of the behavior categories except sexist comments	114	47.7%	20	15.6%
Any of the eight behavior categories	162	67.8%	38	29.7%
Sample size	239		128	

Personal Experiences by Sex and Class

Substantial differences in the incidence rates for personal experiences were found by sex and class. Among female students who indicated that they have personally experienced one or more of the categories of behavior, a somewhat higher percentage of graduate than undergraduate women reported having experienced the behavior. This was found for all the categories of behavior except explicit sexual propositions and sexual bribery; for these two categories, identical percentages of graduate and undergraduate women reported personal experiences. However, when undergraduate women were separated by their year in school, it was discovered that for all categories of behavior, senior class women reported incidence rates that exceeded those of graduate women. A possible explanation may be that seniors have come into contact with significantly more ISU faculty members than have most graduate students, many of whom did their undergraduate work at other institutions. Also, as could be expected, freshmen women reported the lowest incidence rates for most of the categories of behavior.

The findings for male students were somewhat different than those for females. Whereas female graduate students typically reported higher incidence rates than female undergraduates, male graduate students reported lower incidence rates for all eight categories of behavior than were reported by undergraduate males. When undergraduate males were separated by year in school, the highest incidence rates for most categories of behavior were reported by sophomores, with the second highest rates usually reported by seniors. As was found among females, the incidence rate for male seniors exceeded the rate for male

graduate students for all categories of behavior. Also, the results for males and females share the finding that the lowest incidence rates were usually reported by freshmen.

Brief Comparison with Findings of Other Surveys

In recent years a number of surveys have been conducted to determine the frequency and effects of sexual harassment. Many of these have dealt with such harassment in employment situations, but a few have focused on sexual harassment in academia. In one of the earliest campus surveys, 269 senior class women enrolled at the University of California at Berkeley were surveyed in 1978 by Benson and Thomson. They found an incidence rate for sexual harassment of 30 percent. The behaviors reported by the survey participants ranged from emotional come-ons (e.g. instructor discussing personal, sexual, or marital problems with a student) to sexual bribery (e.g. explicit pressure for sexual relations to achieve a high grade). Another survey was done at the University of Rhode Island by a campus task force. This survey included faculty and service workers, as well as students. It also covered a broader range of behaviors, from sexual insults to physical sexual assault. The survey found that among the 927 respondents, 6 percent had experienced sexual assault, which was defined as forced touching anywhere on the body and included rape; 95 percent of those reporting such assault were women. The results of surveys and interviews with administrators of several other universities (namely, MIT, Arizona State, and East Carolina University) estimate the occurrence rate of sexual harassment (including such behaviors as fondling, kissing, ogling, leering, and sexual remarks) at about 20 percent of the college female student population. In general, the studies at other universities also suggest that approximately two percent of female students receive bribes or threats for sexual activity.

It is difficult to compare the extent of sexual harassment of students at Iowa State University to that occurring on other university campuses. The ISU survey distinguished among various behaviors that in some of the other surveys were categorized together. In addition, the ISU survey included some behaviors not considered in some other surveys, and excluded other behaviors, such as rape. The various surveys also differ in terms of the groups of students studied, sample size, and the manner in which the participants were selected. However, in some respects, the results of the ISU survey are consistent with those obtained from surveys conducted at other universities. All of the student surveys, including the ISU one, find that sexual harassment of students does occur but that the incidence rate of sexual harassment varies widely among the surveys, depending at least in part upon the definition (or definitions) of sexual harassment used. The ISU study also is similar to those done at other universities in the finding that approximately two percent of female students receive bribes or threats for sexual activity from faculty members, and that much higher percentages of students experience some of the less extreme and more ambiguous forms of sexual harassment.

Accuracy of Student Perceptions of Extent of Sexual Harassment

There was interest in knowing if students have accurate perceptions about the occurrence of sexual harassment or, if instead, they tend to exaggerate or underestimate the extent to which sexual harassment occurs on the ISU campus.

An indirect way of obtaining this information is by comparing the responses given for the second question (which dealt with perceptions about the frequency with which most ISU students experience the behaviors) with those for the third question (which asked about the frequency of personal experiences of these behaviors). Similarly, one can compare Figures 2(a) and 2(b) with Figure 3. However, these questions and figures are not fully comparable; the sex of the harasser was specified in the former but not in the latter.

A comparison of Figure 2(a) with Figure 3 reveals that the accuracy of the respondents' perceptions concerning most female students varies among the different categories of behavior. Almost all of the male and female respondents were correct in their perception that most female ISU students have experienced sexist comments from faculty members. Also, the majority of female and male respondents were correct in their belief that most female students have never experienced explicit sexual propositions or sexual bribery. However, for the other five categories of behavior, between 50 and 91 percent of survey participants thought most females experience these behaviors, whereas between 7 and 43 percent of female respondents reported personal experiences of these behaviors.

The accuracy of survey participants' perceptions of the occurrence of the behaviors to male students varied among the different categories of behavior and by the sex of the respondent. Both male and female respondents were correct that the majority of male students have never experienced the categories of invitations, physical advances, explicit sexual propositions, and sexual bribery. Male respondents were also correct that most male students have never experienced body language or verbal sexual advances. However, the majority of both male and female respondents thought that most male students experience sexist comments and undue attention, whereas only 27 and 13 percent of male students, respectively, reported personal experiences of these two behaviors. The majority of female respondents also overestimated the occurrence to male students of body language and verbal sexual advances.

The above comparisons indicate that, while students have roughly accurate perceptions about the frequency with which the majority of male and female students experience some of the behaviors, their perceptions are inaccurate for other behaviors. In all cases where the majority of the participants' perceptions were inaccurate, the frequency with which the behavior occurred was exaggerated; for none of the behaviors did the majority of respondents underestimate its frequency. One possible explanation may be that most students know of or have heard of one or a few incidents of these types of behavior; consequently, they may assume that such occurrences are common, even if they have not had any personal experiences of these types.

Survey participants were asked in the opinion section of the questionnaire (Question 8) to agree or disagree with the statement, "The amount of sexual harassment (of any kind) at ISU is greatly exaggerated." Most of the respondents were unsure of their agreement or disagreement with this statement, but a larger percentage of men than women agreed. Also, some comments written on the questionnaire by male students indicated how strongly some of them felt that there was no or extremely little sexual harassment of ISU students by faculty members. In contrast, some of the females returning the questionnaire stated that they were aware of some instances of such harassment and were grateful to find that the subject is being investigated and addressed.

Student Avoidance of Reputed Harassers

It is possible that the effects of sexual harassment of students by faculty members may extend beyond the students who have personally been subjected to such behavior. The findings of the survey indicate that this is so. Thirteen percent of the female respondents (but only 3 percent of the males) said that they have avoided taking a class from or working with an ISU faculty member whom they knew or had heard made sexual advances to students (Question 9). The finding for female students suggests two things. First, it indicates that at least some information (whether based on valid reports or rumor) about the sexual behavior of some faculty members towards students is communicated among students. The second implication, which is more important for University policy, is that a substantial percentage of female graduate and undergraduate students are deprived of some academic opportunities simply because they wish to avoid situations in which they believe they might be subjected to sexual advances from faculty members. It is incumbent upon the University to do everything it can to ensure that educational opportunities are not foreclosed to students due to this type of behavior on the part of some faculty members.

Student Offers to Exchange Sexual Favors for Better Grades

Survey participants were also asked if, at ISU, they have ever offered sexual favors in exchange for a better grade. No graduate students and only three undergraduate females and two undergraduate males indicated that they have ever done so.

Physical Advances, Explicit Propositions, and Sexual Bribery

Several questions included in the survey were addressed to only those students who have personally experienced physical advances, explicit sexual propositions, or sexual bribery from ISU faculty members. In considering the results of these questions, it should be kept in mind that the numbers of students experiencing these behaviors were quite small. Accordingly, caution is warranted in generalizing on the basis of the findings for these questions.

In terms of frequency, most survey participants reporting such experiences indicated that they have encountered such behaviors only once, although a few students, mainly women, reported experiencing these behaviors more often. All of the women students who have personally experienced any of these three behaviors indicated that the sex of the faculty member was male; thus, no instances were reported of women faculty members directing such behaviors toward female students. Among male respondents, roughly the same number of male students were harassed by male faculty members as were harassed by female faculty members, and two males reported experiencing such behavior from both male and female faculty members.

Students who reported personal experiences of these behaviors were also asked to indicate the academic relationship they had with the harasser (Question 7). Among females answering this question, about half the reported incidents involved faculty members in their roles as professors or teachers, about one-fourth of the cases of such harassment were from graduate student teaching assistants, 17 percent involved academic advisors, and 8 percent

involved department chairmen. Among male students answering this question, 6 men indicated that the person was a professor, 7 identified the person as a graduate student teaching assistant, one advisor was indicated, and four department chairpersons were cited. Among survey participants who experienced any of these three behaviors from a person who was one of their teachers, 50 percent of the female students and 80 percent of the male students reported that such harassment occurred while the student was enrolled in the teacher's class. Only one female student reported experiencing such behavior prior to enrolling in the teacher's course, and five females and one male indicated that the harassment occurred after the course was completed.

The respondents were also asked to identify the department with which the faculty member was associated. There was interest in knowing if these forms of sexual harassment tend to occur in certain types of departments, such as those composed primarily of male or female students or faculty. Some of the students who had experienced these behaviors left this question unanswered; several of these students stated that they did not wish to reveal the identity of the department involved, and two of these students said that they feared identification and subsequent retaliation. Among the twenty students who answered this question, a total of sixteen academic departments were identified. Some departments were identified by more than one student, and several students identified more than one department. An analysis of the departments identified indicates that, while these types of sexual harassment are more common from faculty members in certain departments and colleges, they are not limited to faculty members in a few departments or colleges, nor to students in particular majors or types of majors. This implies that efforts to eliminate sexual harassment of students by faculty members need to be made on a University-wide basis.

Reporting of Sexual Harassment and Perceived Outcomes of Reporting

The questionnaire asked students, "To whom, if anyone, would you report an incident of physical advances, explicit sexual propositions, or sexual bribery by a faculty member?" Most of the students indicated that they would report such an incident, but a substantially higher percentage of males (23 percent) than females (8 percent) said that they would not report it. While Iowa State University's Nondiscrimination and Affirmative Action Policy states that complaints concerning such behavior are to be filed with the Affirmative Action Office, this was not the place where most students thought they would report an incident of sexual harassment. Rather, the respondents commonly cited the Office of Student Life, their advisor, and/or the department chairperson as the places and individuals to whom they would report sexual harassment.

Some survey participants, including several of those who have personally experienced these behaviors, commented that they did not know how or to whom to make such a report. It is important that students and those who work with, advise, and refer students know, or at least have easy access to, University policies and procedures regarding sexual harassment of students by faculty members.

Survey participants were also asked what they thought would happen if they reported an incident of physical advances, explicit sexual propositions, or sexual bribery by a faculty member. First, they were asked what they thought

would happen to them (Question 12). The choice of response included several possibilities, and survey participants were instructed to indicate all responses that apply. Seventy percent of the undergraduate females and eighty percent of the graduate females responded that "I'd be told that it would be addressed." Somewhat lower percentages of undergraduate and graduate males (64 and 68 percent, respectively) gave this response. Unfortunately, the meaning of this response was ambiguous. It could mean that the University would investigate the complaint and take appropriate action to prevent further occurrences of the behavior; alternatively, it could be interpreted as a noncommittal response on the part of the University. Despite this ambiguity, respondents' comments accompanying this item indicate that some survey participants believe that the University would take seriously and would investigate student reports of this type. This interpretation is consistent with the finding that most respondents thought they would report instances of sexual harassment.

The other responses to this question reveal some of the reasons students might be reluctant to report such behavior. Only relatively small percentages of the respondents believe that they would suffer some form of retaliation for making a report: 13 percent of females, but only 5 percent of males, believed that retaliation would result. Slightly over 20 percent of undergraduates thought they would not be believed; lower percentages of graduate students (15 percent of the females and 8.5 percent of the males) gave this response. Thus, graduate students are more confident than are undergraduates that their reports would be taken as credible. Another reason why a student might hesitate to report sexual harassment is because the student would be treated as if the student was, in some way, responsible; about twice the percentage of female students as male students (41 versus 19 percent) responded, "I would be treated as if I did something to cause it." In addition, 31 percent of undergraduate women, 16 percent of undergraduate men, and 22 percent of both male and female graduate students answered, "I would be told to ignore it and not take it seriously."

Survey participants were also asked what they thought would happen to the faculty member being reported (Question 13). The responses to this question indicate that most students believe that the University would take some action against the faculty member. However, a sizeable minority of all the student groups (ranging from 19 percent for graduate men to 34 percent for undergraduate women) indicated that they believed nothing would happen to the faculty member. The response of the majority of students to this question was that the faculty member would be warned not to continue such behavior; this was the response of 70 percent of the female students and 56 percent of the males. Much smaller percentages of the student groups (ranging from 12 percent of the undergraduate males to 26 percent of the undergraduate females) thought that a report would be placed in the faculty member's file. Only 7 percent of the males and 4 percent of the females thought the faculty member would be fired or suspended.

In summary, the findings of the survey discussed in this section indicate that most ISU students believe that they would report incidents of physical advances, explicit sexual propositions, or sexual bribery from faculty members. In addition, many ISU students think the University would take seriously such reports and would take some action, short of suspending or firing, against reported faculty members. Also, the majority of the students do not think they would suffer retaliation if they were to report such types of sexual harassment. In interpreting these results, it is important to remember that very few

of the survey participants have personally experienced these types of behavior; thus, their responses are to hypothetical situations, rather than to actual, personal experiences. This distinction is important in trying to explain some differences found between the responses of most of the survey participants and those of the students who have personally experienced these forms of sexual harassment.

While a large majority of students believe they would report an incident of this nature, the results obtained from another part of the questionnaire indicate that students who have personally experienced these behaviors do not report them. Not one of the students who indicated in the survey that they personally experienced any of these three categories of behavior chose to report it to any University official or office. Instead, these students responded to such incidents in one of the following two manners: some ignored the behavior and/or avoided the faculty member or situations in which repeated incidents were anticipated; the others spoke directly with the faculty member and asked or demanded that the behavior not be repeated. Other research on sexual harassment has found that ignoring the behavior rarely prevented its recurrence. Explicit rejection of sexual advances has been found to be more successful, although this response does not always stop the behavior. Prompt reporting of sexual harassment to appropriate officials may not only prevent recurrence of the behavior, it may also prevent retaliation against the victim by the harasser. Iowa State University's Nondiscrimination and Affirmative Action Policy prohibits retaliation against persons who file complaints of discrimination.

The marked contrast between those actions students perceive they would take when contemplating hypothetical situations and the actions taken by students who actually are confronted with these circumstances is consistent with perceptions of members of the Committee on Women who have counseled students seeking help with cases of sexual harassment from faculty members. Committee on Women members report that these students thought they would strongly resist such sexual advances and would report the incident or at least any recurrence of the behavior. However, in facing the reality of sexual harassment, they found it much more difficult to deal with than they had anticipated. Some of these students were surprised by how intimidated they became, and most were very reluctant to report the harassment. They experienced fears of retaliation, of being blamed for leading the faculty member on, of being labeled a troublemaker, and of being avoided by faculty members who might learn of the incident if they reported it. Staff in the Affirmative Action Office assert that the most difficult and frustrating cases are those where the victim wants the Affirmative Action Office to be aware of, but not do anything about, the sexual harassment.

Students participating in the survey seemed to be aware of the reluctance on the part of many students to report a case of sexual harassment. In the opinion section of the questionnaire, respondents were asked to indicate if they agreed, disagreed, or were not sure (of their agreement) with the statement, "Most female students would be reluctant to report a case of sexual harassment to an administrator." About three-fourths of the respondents agreed with this statement, and 65 percent agreed with the corresponding statement that "Most male students would be reluctant to report a case of sexual harassment to an administrator."

Other Student Attitudes

The questionnaire also sought to determine other student attitudes towards sexual harassment and student-faculty relationships. One question asked, for each of the eight categories of behavior, if the student would be offended if he or she were to encounter the behavior from a faculty member and if it would interfere with the student's academic progress and career development (Question 6). For all categories of behavior, a substantially higher percentage of female than male students thought the behavior would be offensive and/or interfering, similar findings have been reported in other studies of sexual harassment. The majority of male and female ISU students agreed that sexist comments and undue attention would not interfere with their academic progress and career development, but the majority of females considered these behaviors to be offensive. The majority of women students described invitations, physical advances, explicit sexual propositions, and sexual bribery as both offensive and interfering, whereas the majority of the men identified only sexual bribery as offensive and interfering. However, a majority of the men also indicated that physical advances and explicit sexual propositions would interfere with their academic progress and career development.

In another part of the questionnaire, respondents were asked to agree, disagree, or indicate that they were not sure (of their agreement) with the statement, "Many female students would consider sexual advances by a male faculty member to be a compliment." Fifty percent of both males and females disagreed with this statement, but a substantially higher percentage of female than male respondents agreed (34 percent and 19 percent, respectively). Thus, while most female respondents indicated that sexual advances from faculty members would be offensive and/or interfering with their education, about one-third of all women respondents think many female students would consider a sexual advance from a faculty member to be a compliment.

The majority of students surveyed (60 percent of the males and 66 percent of the females) agreed with the statement, "Consenting sexual relationships between a student and a teacher are professionally inappropriate." However, a sizeable minority (18 percent of the females and 29 percent of the males) regarded such sexual relationships as acceptable. Several survey participants who disagreed with this statement commented that such a relationship was ethical only if the course was completed or if the student was not planning to work in an academic relationship with the faculty member in the future.

Two statements were included in the questionnaire to determine if ISU students think graduate student teaching assistants are more likely to be sexual harassers than are professors and if graduate students are more likely than undergraduates to be victims of sexual harassment. The majority of undergraduates agreed that graduate student teaching assistants are more likely to make sexual advances to students than are professors; among graduate students, 31 percent agreed, and 44 percent disagreed. The largest percentage of undergraduates were not sure if graduate students are more likely than undergraduates to experience sexual harassment, but the majority of both male and female graduate students did not think that graduate students are more likely to experience sexual harassment than are undergraduates. As discussed earlier in this report, male and female undergraduate seniors have personally experienced higher incidence rates of each of the eight categories of behavior than were experienced by graduate students.

The responses obtained for several other opinion items indicate that the majority of students attribute to faculty members the responsibility for sexual advances they make to students. Most of the survey participants think that female students who are sexually propositioned by teachers did not encourage such behavior, nor that these students should have done something to prevent the behavior. Eighty-five percent disagreed with the statement "It is only natural for a male faculty member to make sexual advances to a female student he finds attractive." Also, the majority does not believe that most students (male or female) encourage a faculty member's sexual interest in order to receive higher grades, nor that many faculty members give a preference in awarding grades to attractive students of the opposite sex.

Summary and Recommendations

The findings of the survey indicate that some, although relatively few, Iowa State University students are subjected to the most serious and clear-cut forms of sexual harassment by faculty members. It is much more common for students, especially female students, to encounter the more ambiguous behaviors. That sexual harassment affects students academically was most clearly revealed by the finding that 13 percent of the females participating in the survey reported that they have avoided taking a class from or working with a faculty member whom they knew or had heard made sexual advances to students. Survey results also indicate that almost all students define explicit sexual propositions, physical advances, and sexual bribery as sexual harassment. A smaller majority of male and female students also consider invitations, body language, and verbal sexual advances to be sexual harassment. Even the categories of sexist comments and undue attention were considered as sexual harassment by nearly half the women students. Another major finding of this study is that most of the students participating in the survey think they would report occurrences of the most clear-cut types of sexual harassment; yet, none of the survey participants who had experienced such behavior reported it to any University office or official having the authority to investigate a complaint or take action to prevent the behavior from recurring. Furthermore, many of the students who thought they would report such behavior did not know how or where to make such a report.

The recommendations discussed below seek to eliminate sexual harassment of ISU students by faculty members by clarifying the University policies and procedures in this area, by educating and sensitizing students and the University personnel who work with students, and by encouraging and facilitating the reporting of sexual harassment of students.

1. The Committee on Women recommends that the University's statement of Nondiscrimination and Affirmative Action Policy be supplemented with an additional written statement which explains in detail how this policy applies to sexual harassment of students by faculty members. The proposed policy statement should include the following.

   a) A broader definition and prohibition of sexual harassment of students by faculty members and examples of behaviors involving students that are covered by the definition and prohibition.

      A strict reading of the University's policy statement regarding nondiscrimination implies that the only category of sexual harassment

prohibited is that which is referred to in this report as sexual bribery. However, as discussed earlier, the vast majority of students also consider physical advances and explicit sexual propositions to constitute sexual harassment, and many students consider some or all of the more ambiguous behaviors to be sexual harassment. As discussed earlier in this report, EEOC's definition of sexual harassment may include all of these behavioral categories, and recent case law indicates an expansive, rather than a constrictive, definition of sexual harassment. Thus, Iowa State University should develop a policy consistent with these broader definitions and applying specifically to sexual harassment of students by faculty members.

b) Specification and explanation of the options available to students who encounter sexual harassment from faculty members. This could include responses students can take on their own and the various offices and groups on campus to whom students can go for advice and referral. Included should be a listing of the alternatives available to a student who takes a complaint to the Affirmative Action Office and an explanation of the procedures involved in investigating a formal grievance. Informal ways of resolving the complaint could also be explained. The differences in procedures and possible outcomes of formal and informal complaints should be clarified.

Since students have been and may continue to be reluctant to file grievances with the Affirmative Action Office, it is important that students know that procedures other than those accompanying a formal complaint may successfully end the sexual harassment. It is also important that the other offices and groups on campus, to whom a student may report a case of sexual harassment, encourage students to also report it, either formally or informally, to the Affirmative Action office.

c) Clarification of the University's response to a finding that a student has been or continues to be sexually harassed by a faculty member. This could include a listing of the range of actions, depending upon the particular circumstances, that the University might take against the faculty member.

2. The Committee on Women recommends that the Affirmative Action Office develop the proposed statement. To draft this statement, the Affirmative Action Office may wish to establish an ad hoc committee, composed of students, faculty, and representatives of some of the offices and groups on campus that have been involved with the issue of sexual harassment of students.

3. The Committee on Women recommends that the proposed statement be widely distributed on the ISU campus. The statement should be included in the ISU Information Handbook. It should also be distributed to all current administrators, faculty members, advisors, department chairpersons, graduate student teaching assistants and instructors, and the offices on campus that have frequent contact with students, especially the Office of Student Life and the Student Counseling Service. In future years, the statement should be provided to new personnel in any of the above categories.

Widespread distribution of the proposed statement would help educate the members of the University community who need to be aware of the information it should contain. Knowledge of the University policies and procedures in this area should encourage students to report sexual harassment. Such reports may discourage faculty members from sexually harassing their students. The incidence of sexual harassment may also decrease when faculty members become aware of the range of behaviors that may be the basis for a complaint of sexual harassment and the potential costs to themselves and the University should investigations find that students' complaints are merited.

4. The Committee on Women recommends that there be developed a written statement of professional ethics, or a code of conduct, concerning professional and personal relationships between students and faculty members. While it may be very difficult to achieve a consensus on what the statement should include, the confusion that now exists concerning such relationships warrants the development of such a statement. Some of the questions that need to be addressed by this type of statement of professional conduct include the following.

   a) Are dating and sexual relationships between students and teachers professionally ethical? Some people believe that such a relationship could be grounds for the dismissal of a faculty member, whereas others view consenting relationships of this type as permissible, at least if the faculty member is not evaluating the student's academic work.

   b) Can and should University policy attempt to regulate or control personal relationships between students and teachers? If so, to what extent should such relationships be regulated? Also, should different standards of conduct be established for undergraduate and graduate students, or should the standards vary with the age of the student?

   c) If consenting personal relationships between students and teachers are permissible, can a professional relationship be maintained simultaneously or can a professional relationship be established or re-established subsequent to the termination of a dating or sexual relationship?

   d) What, if any, precautions need be taken to insure that a professional relationship can be maintained when a personal relationship already exists? For example, if a faculty member is personally involved with a student, should the faculty member be prohibited from being that student's teacher, advisor, or major professor? If not, what assurances do other students have that they will be evaluated on a basis equal to that which applies to the student who is personally involved with the faculty member?

   e) What distinctions exist between sexual harassment of a student by a faculty member and the initiation of a consenting personal relationship between a student and a faculty member? For example, is an invitation for a date sexual harassment or not? Does a student have to turn down an invitation for a date before repeated invitations become sexual harassment? If a consenting relationship between a student and a faculty member terminates, would efforts by the faculty member to re-establish the personal relationship constitute sexual harassment?

The Committee on Women recommends that the Vice President for Academic Affairs establish an ad hoc committee, charged with drafting the proposed statement of professional ethics. It is recommended that this committee include faculty members from each college, roughly equal numbers of men and women faculty members, and student representation. There may need to be coordination between the Affirmative Action Office and this ad hoc committee on issues that overlap between the two statements proposed in this report. The resulting statement of professional ethics should be considered for adoption by the University faculty and the Administration. If approved, the statement should apply not only to faculty members, but also to administrators, advisors, and graduate student teaching assistants and instructors. The statement should be published in both the Faculty Handbook and the Graduate Student Handbook.

5. Finally, the Committee on Women recommends that the proposed University policies concerning sexual harassment and professional and personal relationships between students and faculty members be the subject of campus programming. Separate programs could be provided for students, teachers and administrators, and the offices and persons on campus who advise and refer students. Such programs could be offered by the Affirmative Action Office, the University Committee on Women, the Office of Student Life, the Student Counseling Service, and the Personnel Office.

If the recommendations made in this report are adopted, significant progress towards the goal of eliminating sexual harassment of students by faculty members on the ISU campus may be achieved. These recommendations are consistent with the following statement excerpted from the EEOC guidelines concerning sexual harassment.

> "Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment..., and developing methods of sensitizing all concerned."

APPENDIX

The Cover Letter and Questionnaire Sent to ISU Students

Dear ISU Student:

Recently, what has been referred to as "sexual harassment" has received nationwide attention. While most discussions have been related to employment situations, educational institutions are also concerned about the extent to which sexual harassment occurs in academic environments in order to develop policies to discourage it.

In an effort to learn more about such harassment on this campus, Iowa State University's Committee on Women has developed the attached questionnaire. The Committee on Women is appointed by the Office of Academic Affairs and charged with making policy recommendations to Vice President Christensen.

To help the Committee, we request that you take about 20 minutes to complete this questionnaire. By doing so, you will help us obtain an accurate assessment of the extent to which sexual harassment of students by faculty members occurs on this campus, the forms of such harassment, and student attitudes toward such behavior. We are interested in obtaining this information from both male and female students and from those who have not, as well as those who have, experienced sexual harassment. Because this questionnaire is being sent to only a small, randomly selected sample of students, it is important that we obtain a high response rate.

Your participation in the study is voluntary, and the questionnaire respondents will be anonymous. While this ensures confidentiality, we have no way of recontacting those who fail to return the survey. We hope you agree that our efforts are important to both students and to the University and will promptly complete and return the questionnaire. We would appreciate receiving your questionnaire within a week, if this is not possible, please return it as soon as you can. When you have completed the questionnaire, please put it in the enclosed addressed envelope and drop it in a U.S. mail box; the postage is pre-paid.

If you have any questions about the study or wish to receive a summary of the results, please write or call Jean Adams, Dept. of Economics, 275 East Hall (294-7395). Thank you very much for your help.

Sincerely,

Jean W. Adams

Jean W. Adams, Chair
University Committee on Women

INTRODUCTION

Because there is only limited agreement on what is sexual harassment, we have identified eight categories of behavior which may constitute sexual harassment. These eight categories, along with illustrative examples, are listed below. You may wish to refer to these categories and examples when completing the questionnaire.

Category	Examples
sexist comments	jokes or remarks that are stereotypical or derogatory to members of one sex
undue attention	flirtation; being overly helpful, too friendly, or too personal, but short of sexual inquiries
verbal sexual advances	general verbal expressions of sexual interest; inquiries of sexual values or behaviors, but short of a proposition
body language	leering at one's body; standing too close
invitations	personal invitations for dates or to one's house or apartment, but where sexual expectations are not stated
physical advances	kissing, hugging, pinching, fondling
explicit sexual propositions	clear invitations for sexual encounter but containing no threats or promises
sexual bribery	explicit sexual propositions which include or strongly imply promises of rewards for complying (e.g., higher grades, better recommendations) and/or threats of punishment for refusing (e.g., lower grades, poorer recommendations)

For purposes of this study, let the term "faculty member" refer to professors, teaching assistants, instructors, academic advisors, and department chairpersons.

Directions: Please circle the number that most closely corresponds to your answer.

1. When directed towards a student by a faculty member, which, if any, of the following categories do you consider to be sexual harassment?

	YES, IT IS	NO, IT IS NOT	NOT SURE
a) sexist comments	1	2	3
b) undue attention	1	2	3
c) verbal sexual advances	1	2	3
d) body language	1	2	3
e) invitations	1	2	3
f) physical advances	1	2	3
g) explicit sexual propositions	1	2	3
h) sexual bribery	1	2	3

2. How frequently do you think most female and male students at ISU experience such behavior from faculty members of the opposite sex? (For each category, circle one number for female students and one number for male students.)

	FEMALE STUDENTS			MALE STUDENTS		
	NEVER	ONCE OR A FEW TIMES A YEAR	MANY TIMES A YEAR	NEVER	ONCE OR A FEW TIMES A YEAR	MANY TIMES A YEAR
a) sexist comments	1	2	3	1	2	3
b) undue attention	1	2	3	1	2	3
c) verbal sexual advances	1	2	3	1	2	3
d) body language	1	2	3	1	2	3
e) invitations	1	2	3	1	2	3
f) physical advances	1	2	3	1	2	3
g) explicit sexual propositions	1	2	3	1	2	3
h) sexual bribery	1	2	3	1	2	3

3. How frequently has such behavior by ISU faculty members been directed toward you personally?

	NEVER	ONLY ONCE	ONCE A YEAR	SEVERAL TIMES A YEAR	MANY TIMES A YEAR
a) sexist comments	1	2	3	4	5
b) undue attention	1	2	3	4	5
c) verbal sexual advances	1	2	3	4	5
d) body language	1	2	3	4	5
e) invitations	1	2	3	4	5
f) physical advances	1	2	3	4	5
g) explicit sexual propositions	1	2	3	4	5
h) sexual bribery	1	2	3	4	5

4. By approximately how many different ISU faculty members have you personally experienced such behavior?

	FROM NO FACULTY MEMBERS	FROM ONE FACULTY MEMBER	FROM SEVERAL (2-5) FACULTY	FROM MANY (more than 5) FACULTY
a) sexist comments	1	2	3	4
b) undue attention	1	2	3	4
c) verbal sexual advances	1	2	3	4
d) body language	1	2	3	4
e) invitations	1	2	3	4
f) physical advances	1	2	3	4
g) explicit sexual propositions	1	2	3	4
h) sexual bribery	1	2	3	4

5. For any of the behaviors you have experienced as an ISU student, what was the sex of the faculty member or members involved?

	MALE ONLY	FEMALE ONLY	BOTH MALE AND FEMALE
a) sexist comments	1	2	3
b) undue attention	1	2	3
c) verbal sexual advances	1	2	3
d) body language	1	2	3
e) invitations	1	2	3
f) physical advances	1	2	3
g) explicit sexual propositions	1	2	3
h) sexual bribery	1	2	3

6. If you were to encounter the following behaviors by a faculty member of the opposite sex, which, if any, do you feel would offend you and/or interfere with your academic progress and career development?

	NOT OFFEND AND NOT INTERFERE	OFFEND BUT NOT INTERFERE	NOT OFFEND BUT INTERFERE	OFFEND AND INTERFERE
a) sexist comments	1	2	3	4
b) undue attention	1	2	3	4
c) verbal sexual advances	1	2	3	4
d) body language	1	2	3	4
e) invitations	1	2	3	4
f) physical advances	1	2	3	4
g) explicit sexual advances	1	2	3	4
h) sexual bribery	1	2	3	4

7. If you personally have experienced physical advances, explicit sexual propositions, or sexual bribery by a faculty member, what was the primary academic relationship between you and the faculty member (or members) at the time of the incident (or incidents)? (Circle all that apply.)

	PROFESSOR/ TEACHER	GRAD. STUDENT TEACHING ASST.	ACADEMIC ADVISOR	DEPT. CHAIRPERSON	OTHER (please specify in margin)
physical advances	1	2	3	4	5
explicit sexual propositions	1	2	3	4	5
sexual bribery	1	2	3	4	5

8. Below is a list of statements about aspects of student-faculty relationships. By circling a number for each statement, indicate the extent to which you agree or disagree with each statement.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
a) Joking and talking about sexual matters occur frequently in the classroom	1	2	3	4	5
b) Many male faculty members give a preference to attractive female students in awarding grades	1	2	3	4	5
c) Many female faculty members give a preference to attractive male students in awarding grades	1	2	3	4	5
d) Many female students would consider sexual advances by a male faculty member to be a compliment	1	2	3	4	5
e) Graduate students are more likely to experience sexual harassment than undergraduate students	1	2	3	4	5
f) Graduate teaching assistants are more likely to make sexual advances to students than are professors	1	2	3	4	5

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
g) If a female student is asked by an instructor to engage in sexual relations, it's probably because she did something to encourage it	1	2	3	4	5
h) Female students who experience sexual advances from faculty members should have done something to prevent it	1	2	3	4	5
i) Consenting sexual relationships between a student and a teacher are professionally inappropriate	1	2	3	4	5
j) Encouraging a faculty member's sexual interest is frequently used by female students to get better grades . .	1	2	3	4	5
k) Encouraging a faculty member's sexual interest is frequently used by male students to get better grades . . .	1	2	3	4	5
l) Many female students would be afraid to resist sexual advances from male faculty members	1	2	3	4	5
m) Most female students would be reluctant to report a case of sexual harassment to an administrator	1	2	3	4	5
n) Most male students would be reluctant to report a case of sexual harassment to an administrator	1	2	3	4	5
o) The amount of sexual harassment (of any kind) at ISU is greatly exaggerated	1	2	3	4	5
p) It is only natural for a male faculty member to make sexual advances to a female student he finds attractive . . .	1	2	3	4	5

9. Have you ever avoided taking a class from or working with an ISU faculty member whom you knew or had heard made sexual advances to students? YES _____ NO _____

10. As an ISU student, have you offered sexual favors in exchange for a better grade? YES _____
NO _____

11. To whom, if anyone, would you report an incident of physical advances, explicit sexual propositions, or sexual bribery by a faculty member? (Check all that apply.)

___ I WOULD NOT REPORT IT
___ ADVISOR
___ DEPARTMENT CHAIRPERSON
___ ANOTHER FACULTY MEMBER
___ HALL ADVISOR OR HOUSE MOTHER
___ AFFIRMATIVE ACTION OFFICER
___ OFFICE OF STUDENT LIFE
___ OTHER UNIVERSITY ADMINISTRATOR; _____ (please specify)
___ OTHER; _____ (please specify)

12. If you were to report an incident of physical advances, explicit sexual propositions, or sexual bribery by a faculty member, what do you think would happen to you? (Check all that apply.)

___ I'D BE TOLD THAT IT WOULD BE ADDRESSED.
___ I WOULDN'T BE BELIEVED.
___ I WOULD BE TREATED AS IF I DID SOMETHING TO CAUSE IT.
___ I WOULD BE TOLD TO IGNORE IT AND NOT TAKE IT SERIOUSLY.
___ I'D SUFFER RETALIATION; _____ (please specify)
___ OTHER; _____ (please specify)